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ABSTRACT

A school-based job placement service model, designed to help seniors find suitable employment, has been operational at the Columbia-Montour Area Vocational-Technical School since April 1974. The final report discusses the activities of the model since its inception, with emphasis on the period from July 1, 1974 to June 30, 1975 (Phase 3). Discussion of program analysis includes: (1) the importance of facilities, administration support, and cooperation with industry; (2) placement versus the cooperative work system; (3) relationship with unions and the bureau of employment security; (4) employment trends; (5) use of interview checklists, placement advertisements, and a word processing machine; (6) preparation activities (resumes and interviewing techniques); and (7) need for curriculum changes. Major recommendations include: (1) increased awareness of employment opportunities for students in tenth and eleventh grades; (2) the center should be open all year and in the evenings to accommodate adults in the community; (3) evaluation is important and should take place in mid year, not in the spring when placement activity is highest; and (4) the placement specialist should become involved in management clubs and personnel organizations. The appendix includes sample materials, followup information on graduates, and statistical data. (RG)

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ED122083

FINAL REPORT

# SCHOOL-BASED JOB PLACEMENT SERVICE MODEL
(20-5001)

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June 30, 1975

Pennsylvania Department of Education
Bureau of Vocational Education
Research Coordinating Unit

VT 102 940

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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## ABSTRACT

The School-Based Job Placement Service Model has been operational in this school since April, 1974. "Phase III" of the Model concluded on June 30, 1975. The Model was designed and implemented to help exiting students find employment suited to their educational achievements and career objectives. At the same time, the Model has been revised to provide for preparation activities to help students (beginning in tenth grade) develop proper attitudes towards work and its ramifications, along with the development of skills and knowledge of interviewing and applying for jobs.

Rationale:

As was pointed out in previous reports, school systems in general have neglected placement as a phase of the educational program. In neglecting placement they have also neglected the "get ready" activities for placement. Proper placement programs increases the probability that students will secure jobs related to their training which in turn makes them more productive.

Unemployment rates in this county have run as high as 17.9% and at present is 15%. The rate is even higher amongst 16 to 19 year olds. Our follow-up information of high school graduates indicates that students need all the help they can get in securing a job.

One answer in providing this help is through our Job Placement facilities using the Model originally devised by the R.C.U.

Procedures:

It is quite apparent that no one person or agency can effectively provide all the placement services to meet the needs of both students and employers. With this in mind, the selected staff of this school agreed to implement the School-Based Job Placement Service Model developed by the Research Coordinating Unit. The development was based on the channels of communication among school personnel, the state and local employment services, and ultimately, between students and industry.

Implementation focused on the definition of communications between the local employment-service office and personnel from this school. The developmental and operational elements centered on (1) the sharing of facilities and equipment, (2) cooperative job development, (3) cooperative job matching, (4) sharing of student and job information, (5) the conducting of workshops for school personnel and others, (6) interviewing of students, (7) testing, and (8) follow-up of students and employers.

Conclusions and Recommendations:

1. The implementation of the Placement Model operated by a Placement Specialist has had a positive effect on the students, staff, and industry. It is felt that in this year (1974-75) of poor economic conditions our seniors have generally been successful in locating a job through the Placement Center. It is recommended that more emphasis be placed on preparation activities

in the lower grades (10 and 11) since there seems to be be evidence that the best prepared student usually gets the job.

2. Working cooperatively with the HES office has established excellent relationships. However, it was found that the School-Based Center could operate effectively without the aid of the local HES office. It is recommended that we continue to interact with the HES as we have in the past, but not be dependent upon its services.

3. The school is to be commended for providing facilities to house the "Student Services Center" in which the placement services are located. This common facility has been furnished and equipped so that students may take advantage of all of the guidance functions. Small groups (10-20) can be accommodated for preparation activities as well as individuals for counseling and placement. A paraprofessional is available for dissemination of information from a well-stocked library of reading and audio-visual materials. The Student Services Center is not a "career resource center" or "library of career information" but, rather, a place for students to prepare themselves with the social skills necessary to secure a job. At the same time, the troubled student can find solace there.

   It is recommended that the center be operational all year round and perhaps several evenings during the week. There should be opportunities for adults (adult education, manpower, and others) to utilize the facilities.

## BODY

Background:

Early in 1973 a self-evaluation steering committee was created by the Columbia-Montour Area Vocational-Technical School Board of Directors. The purpose of the committee was to evaluate the existing school programs and make recommendations to the Board concerning weaknesses that may be detected through such an evaluation. Seven "task forces" were then appointed to evaluate seven different areas of school functions, one of which was a task force to evaluate the school's pupil personnel services. One of the recommendations from the task force report pointed to the need for a Placement Program within Pupil Personnel Services[1].

This supported the fundings of a Pennsylvania Department of Education study which indicated that many school systems have neglected student job placement services. They added that such a service could enhance the probability for making a student's education productive for himself and society.

To meet the recommendations of the task force committee the Columbia-Montour A.V.T.S. Board of Directors approved the Job Placement Pilot study. This effort was initiated by the Pennsylvania Department of Education's Division of Research and Bureau of Vocational Education. Its primary objective was to implement the School-Based Job Placement Service Model developed in a previous research study.

The pilot program was funded with Part C monies from the Bureau of Vocational Education. Upon completion of the piolot program (June 30, 1974) and its evaluation the Columbia-Montour A.V.T.S. Board of Directors recommended the funding of this service as a part of the total educational program.

Operating Rationale:

The pilot Job Placement Service Model (Phase II) operated on a full-time basis from April 1, 1974 to June 30, 1974. This report covers the period of time from July 1, 1974 to June 30, 1975 (Phase III).

The following objectives were established for the pilot program:

1. Preparation activities that will enable youth exiting school to obtain and retain employment.

2. Establishment of communication with the Bureau of Employment Security and industry that will facilitate the successful entry of youth into the labor market.

3. Creation of placement and follow-up services for all youth commensurate with their abilities and interests.

In order to accomplish the above objectives a Job Placement Center was established. It was staffed by a full-time Job Placement Specialist who had received special training. Further, the center's activities are based on the Pilot Model, which includes the following components:

1. The job openings developed cooperatively by the area vocational-technical school and the Bureau of Employment Security.

2. The cooperation between the area vocational-technical school and the Bureau of Employment Security in matching students to employment opportunities.

3. The follow-up of students to assist them in work adjustment.

4. The educational program.

5. The feedback of information to provide for improving the educational program.

The results of the project will identify the strengths and weaknesses of the School-Based Job Placement Service Model. Also, it will help to determine the direction this school will take in future implementations of placement service.

## FINDINGS AND ANALYSIS

Having now run a Placement Program for a full year, the following was discovered but is not necessarily listed in order of importance.

1. The Importance of Facilities:

   a. This year the Placement Office and the Guidance Office were housed in a common facility and named the Student Services Center. Although this center is not fully equipped at this time it has been an improvement in regard to atmosphere. Student contact was up more this year as the students were more aware of the placement role. This orientation was done in small group meetings. Student contact was not only up, but the variety of services they were seeking was much more diverse. Being housed in a common facility with the Guidance Department aided in referrals from one office to the other.

2. Importance of Administration Cooperation:

   a. One of the reasons the project operated smoothly was the fact that the administration backed the program. The administration cooperated fully in regard to workshops, evaluation, meetings, conferences, and professional organizations. Without this support the Placement Program could not operate as outlined by the Model.

   b. The program was explained in some detail at the first in-service day held last fall. Administration, guidance, placement specialist

and faculty had opportunity to interact. This resulted in no misunderstanding in regard to the role and scope of the Placement Office. It is suggested that this be incorporated in new Placement Projects when being implemented.

c. One other factor that was of critical importance, was the funnelling of all jobs through the Placement Office. Once again administration is to be complemented for their support in this effort. A few teachers attempted to continue to place students but the majority relinquished this role to the Placement person.

3. Placement vs Cooperative Work System:

a. First it should be noted that placement and cooperative education are not one and the same. Industry that would not be visited in some co-op stations may be visited by the Placement Specialist. Placement and Cooperative Education are conducted by the same person at this school. That is not to say they should be one and the same in all situations. One of the most important factors to be considered would be the school population. A good co-op program in itself with 40 students working would keep one individual busy. In our situation it worked out that Placement and Co-op would be combined. Each school with different policies and personalities would have Placement and Co-op either separated or combined depending on their local situation.

b. Co-op is important in its relationship to Placement in that for the last two years at this school, Co-op has resulted in a 67.5% ratio of full-time employment for those seniors available for employment. This is an important factor in your placement of graduates. A strong Co-op program will enhance the placements and add to the school's program, not compete against one another. Both Placement and Co-op are to provide a service of job placement to the students.

4. Importance of Cooperation With Industry:

   a. The Placement Office should cooperate with industry to the fullest. This year with Board approval we released three students four weeks early from school. This was due to the fact the employer was in demand for apprentice machinists. Through a combined effort three seniors in essence graduated early to enter an apprentice program. This opportunity may not have been available had we waited until graduation. The administration was instrumental in gaining Board approval for this endeavor. This is one example of how important cooperation with industry can benefit the employer, student and school.

   b. Letters were written to the State Police as two of the students were not eighteen and could not drive between midnight and six in the morning. Permission was granted from the police when they received the school's letter.

   c. One of the student's wanted to quit the job. He stopped in to see me when school was in session. The long hours and drive was a factor. This particular student did not get along with his foreman. Each day they also changed jobs and he could not develop a routine. The student talked to his shop teacher, principal and myself. He finally decided to stay. The boy was somewhat immature and also insecure. We feel we have aided this student in salvaging his job.

5. Unions:

   a. The construction trade unions were difficult in terms of attempting to place a student. This year no openings occurred in our "local" of which we are aware. Last year we followed all procedures in attempting to place carpentry and electrical students with no success. One student was aided in his attempt to enter the sheet metal union and he was successful last year. This year as last, we were successful in placing students in the machinist union. We have placed six in two years.

6. Employment Trends:

   a. One of the items that was noted this year was the fact that the major employers in our area are not seeking applicants. Some stated they had some of our 1974 graduates on layoff since February. Many students were referred to positions with only one or two other people on the payroll. The job market in our area is extremely tight. Unemployment runs at about fifteen percent. Part-time jobs are extremely difficult at this time. Regardless of training, many students took any job available. As openings develop students working stopgap jobs will be referred for related employment.

   b. One item that should be noted was the fact that last year there was a need for welders in our area. This year we graduated four welders. Only one was placed in a related position. Manpower training graduates could also not find employment. This is pointed out to show in one year's time how the employment situation has reversed for welders in our area.

   c. One other factor was that the employers were becoming very selective in their hiring practices. Invariably last year when an employer contacted the school a student who was referred was hired. This year many qualified students did not get the positions they were referred for. A major factor was more qualified, experienced, unemployed help available.

7. Bureau of Employment Security:

   a. Although cooperation was stressed and seniors were registered as of this writing only one office has any results. The Berwick office has gotten one placement and three other students were referred for positions. Shamokin and Sunbury offices were also contacted. Shamokin office has the names and types of employment the students are seeking and will call the Berwick office if any developments or activity occurs.

   b. The Berwick office wrote letters to 40 major employers and 35 minor employers. Employers were to return them if there was any possible

openings for seniors. Only two employers returned their cards. We visited both but found only a possibility of one opening. Students were referred but not hired for the position. The Berwick office and myself visited seventeen employers. Some major employers responded they did not want us to visit due to pending cutbacks. Hopefully students will be referred through the summer as positions develop.

c. The HES contact person from the Berwick office visited the school on three Wednesday afternoons during the past year. Seniors were met in small groups. Students were given the opportunity to become familiar with the contact person. The function of HES was discussed. Services that they provide and employment opportunities were discussed. Registration forms and how to register was presented. Students were made aware of the fact that it was a free service. Private employment agencies and how fees would be derived were also presented at these meetings.

8. Forms:

a. Two forms that the Placement Office utilized this year received positive feedback from the students. The one form was the check list for a job interview which was modeled after the HES form [2]. The other was the introduction card similar to the one from Reading-Muhlenberg [3].

b. Students felt the check list was a good idea because they could transpose the information from the card to the application. It gave the student a chance to make certain the spelling and address of the reference was correct. It also aided them in regard to speed in filling out the application as they could transpose the information. Some employers timed the applicants and this helped them increase their speed.

c. The other form was the introduction card. Students stated this helped them to remember the person's name. It also noted time and location of the interview. The back was to

be completed and returned by the company stating if they had or had not hired the student. Not all employers returned the card but some did acknowledge the hiring by utilizing this procedure.

9. Word Processing Machine:

a. The word processing machine was utilized this year. Each month student information was updated by the paraprofessional. It was utilized in placement in regard to possible student referrals. It would produce a list of those available and referrals would be made from that list. Next year since the students will no longer be known personally, it will be utilized more often in placement. In a larger district with more students we feel it would be more of an aid than in a smaller district. Utilization of the system will be modified and it will be utilized more each year. The word processing machine is an aid to placement but knowing the individual students aided in placement also. A Placement Program could operate without the word processing machine and it should not be considered a must for each Placement Program.

b. The word processing machine did not sit idle and it was used in regard to custom letters. Thank-you letters to Co-op employers and all of the evaluation letters were typed on the word processing machine. Weekly reports were also typed on the machine. This was part of the Placement activity that the machine was put to use. Administration also utilized the machine for various functions. It should be noted that it was an aid to the clerical help as they could perform other functions if the original letter was typed in the word processing machine.

c. The word processing machine needed to be serviced five times during the past year. Two other occasions the problems were due to operator's error on procedure.

10. Placement Advertisement:

a. An advertisement was placed in the three major newspapers serving our area[4]. It brought about some contact with employers previously not contacted by our school. Some of those were not listed in the yellow pages and we were not aware they existed. Comments were received from other home school districts regarding this ad. Both positive and negative responses were received.

b. To date the advertisement brought fifteen employer contacts. Fifteen student referrals were made from this ad. Seven students were placed in a full-time job except one which was a part-time job amounting to thirty hours per week. One job opening could not be filled by a vocational graduate and was referred to a home school business department. This job is pending at the time of this report. One 1974 graduate was referred for one of these positions.

11. Preparation Activities:

a. Preparation activities were at least in this situation found to be an important phase of the Placement Program. Most students lacked information on where and how to apply for a job. Information and a film on the interview technique proved to be beneficial to the students. One student was interviewed for a position where sixty other applicants with varying degrees of experience were screened. He along with another person were hired out of the sixty. Job qualifications and interview techniques helped this student qualify for employment with a growing company. Many companies have software available for preparation activities and it is felt you should preview any material before you purchase the software.

b. Resumes, although not utilized to the extent they were last year, due to the major employers not hiring, are still important. All seniors prepared a resume that they will be able to take when they graduate if they so desire. The English teachers helped in the development of the resume. We now have next years senior resumes on file and should be typed by September.

The students learn how to prepare the resume even though it may not be utilized by an employer. Students will now have a resume on file by May of their junior year.

c. Students were also exposed to two Placement preparation kits this year. One was designed by another vocational-technical school and the other kit by a private firm. Overwhelmingly the students preferred the commercial kit. Very few positive comments were made in regard to the kit from the other vocational-technical school.

12. Curriculum Changes:

a. In visiting industry this past year one employer felt our students needed more concentration in a specific instructional area. This information was reported to the specific shop instructor. He now has included this type of instructional material in his curriculum. In attempting to cover a broad area of instruction he had not emphasized this particular section. He now includes this course in the last half of their senior year on an individualized instruction basis. Feedback from the employers has helped to change curriculum to aid in employability of students.

b. One other curriculum change was developed this year. Upon review of the student's sample application it was apparent that some students could not read. Some of these students were "special needs" students whose parent's would not have them identified as such. One social studies teacher agreed with this and stated those students were not passing his course. He then developed an individualized program geared to an elementary reading level. Feedback with the faculty resulted in one teacher meeting the needs of those particular students.

13. Diversified Occupations:

a. In the fall of the year senior students completed personal data sheets. Two students listed as career objectives, occupations that are

not included in this school's curriculum. Board approval was granted and both students were released to be trained by employers in their specific career objective. Parents were also consulted before any action was initiated. Both students worked through the year and obtained a full-time job upon graduation as a meatcutter and bricklayer. It was discovered that a few students do change career objectives and every attempt should be made to accommodate such students.

## CONCLUSIONS AND RECOMMENDATIONS

A better system for placement credit by the BES must be developed. A strong cooperative effort again was put forth by the Berwick BES office. If the cooperative effort is to result in placements for the BES somewhere the rules must be adjusted for this joint effort. Or, as in the case of the Berwick office, the effort and cooperation is put forth resulting in no placements. One employer visited, stated he would hire two carpenters. We referred and placed one through a joint effort. Two days later the same employer contacted me and a referral and placement was made for a different position. The BES office could not get credit for the second placement due to the fact they had no written work orders that a position was available. You cannot continue to get cooperation from an agency whose funding is based on placements when they get no credit for a placement they were indirectly involved with. A better written arrangement for placements must be developed if the joint effort is to both be continued and successful.

It is also suggested that any future placement projects, that all offices of the BES in the area to be served are involved in the initial procedures. One office did not know about the project and the re-

lationship and working agreement are not compatible. Not being included in the ground level of the project development has hindered their knowledge and understanding of the cooperative effort. If the joint effort is to be successful they should be made aware at the ground level.

The best training for the Placement Project was developed at the Johnstown workshop. It was a good two day meeting where the so called "expert" on placement presented his material. Although too much material was presented in too short of a time many good ideas were presented. This type of workshop is essential for beginning Placement Projects.

The workshops conducted in the fall of the year were felt to be premature in their presentation. It is not known how they were evaluated by the Department of Education. The feeling here is that it was too soon to conduct the workshops. We did not have the opportunity to work through the program with the students before we presented the workshop to the other educators. It would have been better if the workshops would have been presented in the final year of the project rather than the second year. The personnel manager from industry seemed to raise the most favorable comment in regard to the workshop. Input from industry seemed to be valuable according to the educators in attendance at the meeting.

One other factor that was noted and this was that the model focused on the senior class. By the time many students have reached their senior year they are employed in a variety of positions.

Many have accumulated seniority and benefits and are reluctant to change positions. Some are in fields unrelated to their vocational training. Too many are looking at short range goals and not at long range careers. Starting salaries is one of the major factors in this regard. It is suggested that maybe the tenth and eleventh grade students could be exposed to information regarding employment benefits, wages, careers, job description, etc. The emphasis should be on placement but students should be made aware of all employment opportunities. It is suggested that students other than seniors become more aware of employment opportunities and to investigate all employment before making a decision that may affect them the rest of their lives.

One of the highlights of the year was the American Vocational Association convention in New Orleans. The opportunity to speak on Placement in the State of Pennsylvania was enlightening[5]. The development of Placement Programs throughout the nation was highlighted. It gave one the opportunity to get in touch with the pulse of the nation regarding Placement. It was educational and rewarding to attend this conference, especially that section focusing on Placement.

It is also suggested that a Placement Program evaluation be conducted at a time other than the Spring of the year. This is the peak period for the Placement Office and the school in general. Seniors are met and surveyed. At times it may take considerable time with one student. Employer contacts are made which take considerable time. Interviews are set up and interview techniques are developed with students. School year end activities take up other available time.

Possibly January or February would be a better time to conduct an evaluation. Participation in the evaluation, regardless of the results, was a rewarding and educational experience. This was the first evaluation in which we have participated and we now have more insight into further evaluation.

One other recommendation would be that in addition to personal contact with students and industries, the Placement Specilist should get involved in Management Clubs and Personnel Organizations. The relationships developed at these meetings is valuable and may be utilized at a later date.

This past year we participated in an orientation program for ninth graders at a home school. Job opportunities and salaries were discussed. Students were made aware of local employment opportunities other than those areas classified as our popular instructional areas.

A Vocational Awareness Program was conducted at this school last summer. Elementary teachers and Junior High teachers were given theory and "hands-on" experience in selected shop areas. The Placement Specialist was asked to give a presentation on information about Placement. Employment opportunities, and numbers employed was some of the placement information that was presented. Problems encountered in the total placement procedure were also presented with teachers being made aware of problem areas. The Placement Program needs all the publicity and support of all the teachers including those of the home school. The placement presentation made

more teachers aware of the workings of the Placement Program. Any opportunity to discuss placement enlightens more people about the program.

Time and effort was also spent on filling out the Computer Assisted Placement Service forms. It has been felt by some people that this service and the Placement Project were in conflict. All forms were completed and turned in at the given times. If these programs are in conflict, it is suggested that the school receive feedback on the results of the CAPS Program. No data has been returned to be compared. The Placement Specialist is not kept abreast of information on those students who have been referred for CAPS positions. It is suggested a system of feedback to the school be developed by the people in the CAPS Program. At this point it seems like a lot of time and effort has been spent completing CAPS forms without any results.

Finally, it is apparent that the Placement Program now in operation would be beneficial to many others besides our own students. Adult education students, manpower students, and students from home schools should have opportunities to avail themselves to all the services offered in our Student Services Center. It is recommended that funds be made available to keep the Center open during some week-day evenings and perhaps part of the time on weekends.

# APPENDIX

APPENDIX #1

Excerpt From Task Force Report

"Work-study programs and placement services definitely should be part of an area vocational-technical school operation. Indeed, it is difficult to accept or understand why the Columbia-Montour Area Vocational-Technical School has not provided leadership in this area. Cooperative work-study programs, properly managed, have more than proven their worth in the American education process.

This committee recommends that the Self-Study and Steering Committee of the Columbia-Montour Area Vocational-Technical School establishes this topic as a first priority and takes affirmative measures to incorporate both work-study programs and placement services within this school. This committee wishes to clearly state that a work-study coordinator and placement officer must be added to the existing staff and that such duties cannot and should not be placed on the present staff.

Work-study programs and placement services naturally blend into the total pupil-personnel program effort. In many schools, work-study and placement programs are recognized as the culminating activities that provide goals for those to be educated and also serve as examples of success for those who skeptically support our American education process.

On behalf of the Pupil Personnel Services Task Force, thanks is extended to Mr. Turner for requesting our services. We wish to make it known that our committee is most enthused with this effort and stands ready to be of further service."

Respectfully submitted,

Richard A. Staber
Chairman

NAME _____ PHONE _____

ADDRESS _____

YOUR
EMPLOYMENT INTERVIEW
NAMES, ADDRESSES, DATES,
AND OTHER FACTS

Columbia-Montour Area
Vocational-Technical School
R.D. 5, Bloomsburg, Pennsylvania
Zip 17815

# ✓ Check List for Job Interview

**PREPARATION**

- ☐ Learn something about company.
- ☐ Have specific job or jobs in mind.
- ☐ Fill in Pocket Resume.
- ☐ Review, in your mind, your qualifications for job.
- ☐ Be prepared to answer broad questions about yourself.
- ☐ Bring any military discharge papers.

**APPEARANCE**

- ☐ Freshly scrubbed.
- ☐ Well groomed.
- ☐ Suitably dressed.
- ☐ Make up in good taste.

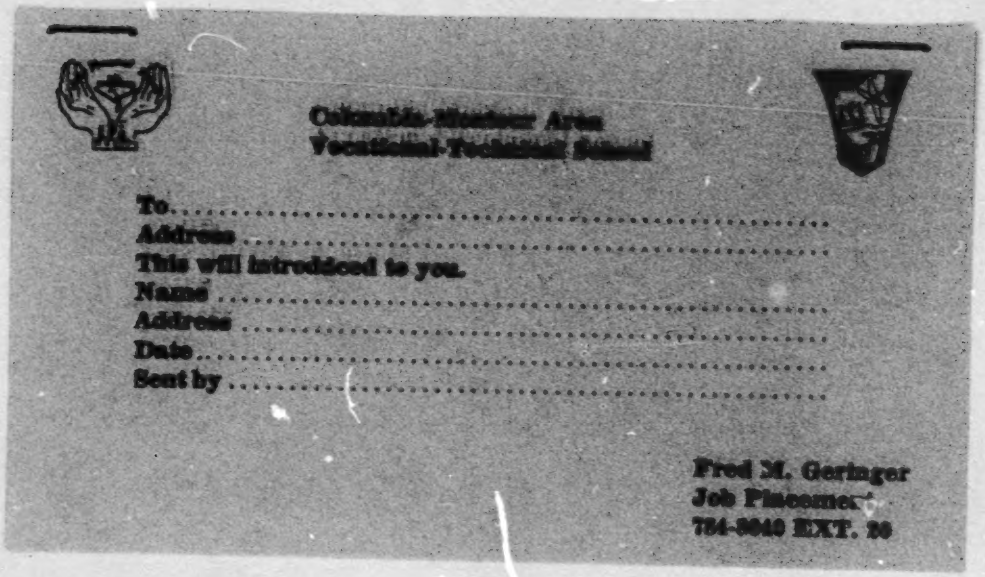
**INTERVIEW**

- ☐ Be prompt.
- ☐ Answer questions directly and truthfully.
- ☐ Be well mannered.
- ☐ Use proper grammar and good diction.
- ☐ Be enthusiastic and cooperative.
- ☐ Don't be afraid to ask questions.

**TEST**

- ☐ Listen to instructions.
- ☐ Read each question carefully.
- ☐ Write legibly.
- ☐ Don't dwell too long on one question.

APPENDIX #3



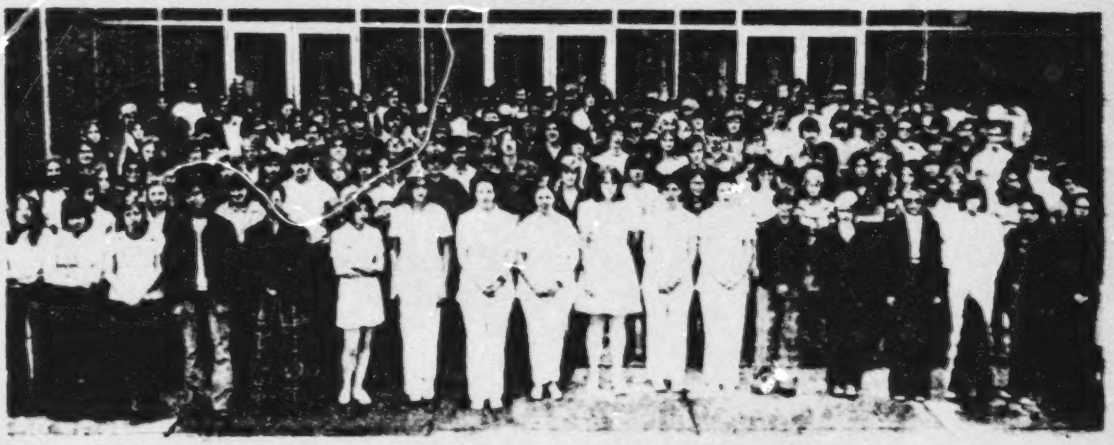
Columbia-Montour Area
Vocational-Technical School

To.....
Address.....
This will introduced to you.
Name.....
Address.....
Date.....
Sent by.....

Fred M. Geringer
Job Placement
784-9040 EXT. 30

# FOR HIRE:

## "75" GRADUATING CLASS OF COLUMBIA-MONTOUR VOCATIONAL-TECHNICAL SCHOOL



**The above group of young adults have spent half of their High School time training for their future and the future of our communities. The staff of the Columbia-Montour Area Vocational-Technical School, is asking the employers of our communities to consider these people when looking for employees.**

**The following number of students in each area will be available for full-time employment after graduation in June, 1975.**

| | | | |
|---|---|---|---|
| Auto Body and Fender Repair | 16 | Food Services | 9 |
| Auto Mechanics | 11 | Health Occupations | 15 |
| Carpentry and Construction | 16 | Horticulture-Floriculture | 12 |
| Cosmetology | 18 | Machine Shop | 12 |
| Data Processing Technology | 7 | Metal Fabrication | 11 |
| Distributive Education | 9 | Graphic Arts Technology (Printing) | 7 |
| Drafting & Design Technology | 15 | Sewing and Design | 9 |
| Electricity (Industrial) | 12 | Welding | 4 |
| Electronics Technology | 15 | | |

***These students may be hired on a part-time basis, until graduation, through our Capstone co-op program. For information contact Mr. Fred Geringer, Placement Specialist, Columbia-Montour Area Vocational-Technical School, R. D. 5, Bloomsburg, Pa. 17815.***

***PHONE: (717)-784-8040***

APPENDIX #5

PRESENTATION GIVEN AT AVA CONFERENCE
- NEW ORLEANS -
December, 1974

I am presently working on a Placement Project for a rural Pennsylvania two county area Vocational-Technical School. Due to the fact that the students are spread out in various directions I work with three different local Bureau of Employment Security Offices. All three are under the same district office but each individual office has different standard operational procedures when working with our school.

At this time I would like to explain how we cooperate with the office closest to our school. This office also services most of our students. The office has assigned one person to help in placing our Vo-Tech graduates. This counselor is young and relates well with our students. In January he makes various visits to our school and meets with our seniors in small groups. In this informal setting the students get to meet and become familiar with him. During this orientation his discussion includes what is the BES function. He discusses such things as how to register with the BES. What is an active and inactive file? He also points out that this is a free service. Discussion also centers around the Bureau of Employment Security being much more than what most students refer to as an unemployment office. He tries to make the students aware of what the BES has to offer in the way of service to students and adults throughout their lives.

In the Spring I then take a graduate survey utilizing BES forms. From this survey we determine who is looking for employment and what type of employment they are seeking. At this time I then register those students who are actively seeking employment and want to register with the BES. We then send the ES511 form to the respective BES office that services those students from that geographic area. Note that we do not register all the seniors but only those who are actively seeking employment at that time. This aids the BES due to the fact only those who register are actively seeking employment. Some schools in our area register all seniors including those who are attending college or going in the service. This creates more problems than anything.

The next step in our procedures is to send letters to the employers stating we have capable, eager, young people who are seeking employment. This mail out is done by the BES office in a stamped self-addressed questionnaire form. From this questionnaire we visit those employers who are seeking our graduates. The BES officer and myself together then visit those employers who have shown an interest in hiring our graduates. We also try to visit those who do not respond to make them aware of our program but we only visit those places we feel we have students available for employment.

To get credit for a placement the BES office must be involved in the valid job order. That is why we visit the industry together. This is also done to avoid duplication of effort. From the job order we then make referrals to the employer. We have had some placements after a month or two from our visits when an employer remembered our contact.

We also utilize the BES office in regard to aptitude testing for the various craft unions. At various times as the openings occur in the different trade unions interested and qualified students are referred for this testing.

Pamphlets from the BES about the job interview and how to prepare yourself for job interviews are also utilized by our school. Publications concerning job opportunity guides and career guides from the BES are also made available to our students. We also encourage our students to enter the various poster contests, such as Hire the Handicap, sponsored by the Bureau of Employment Security.

We also like other schools receive a list of job openings from the local offices. Likewise we receive the labor market job guide which is a summary of local job prospects for new workers. Bi-monthly we also receive a labor market letter which keeps you in touch with the local employment developments and prospects.

We feel that communication between their office and the school is the key. If an order comes to the BES where we have a qualified student available the counselor will call and we will refer only those who are actively registered. We attempt to cooperate with the BES as much as possible. We do not feel we are in competition with them but rather they are an aid in placing our students.

One of the other BES offices that I work with does not allow their employment counselor to visit the industries with me. He may obtain a valid work order and call me to refer one of our students to his office. Once again he only deals with those students registered in that local office.

Cooperative Education jobs, or work study programs, in our area, can not be counted as a placement by the BES offices. They are not involved in this program but rather aid us in placement upon graduation or dropouts.

One of the other larger Vo-Tech Schools on this project does have a BES counselor available on a full time basis at the school.

APPENDIX #6

## CO-OP LOG

| | |
|---|---|
| Number of Seniors on Co-op | 67 |
| Number Staying on Co-op Job | 41 |
| Number Laid-Off | 12 |
| Number Entering Service | 2 |
| Number Continuing Education | 2 |
| Number Removed from Co-op | 3 |
| Number Resigned | 5 |
| Number Withdrawals from School | 2 |

Only four students of those twelve laid-off were dismissed because they did not work up to expectations. The other eight were released due to no work. Five students were offered their Co-op positions but declined for various reasons.

| | |
|---|---|
| 41 of 67 Seniors hired on Job Station | 61.2% |
| 41 of 61 Of seniors available hired | 67.2% |

APPENDIX #7

## CO-OP STARTING SALARY
## AVERAGE STARTING SALARY

| Shop | No. Working | Hourly Wage |
|---|---|---|
| Auto Body | 5 | $ 2.31 |
| Auto Mech | 4 | $ 2.24 |
| Carpentry | 6 | $ 2.50 |
| Cosmetology | 2 | $ 2.00 |
| Data Proc | 2 | $ 2.07 |
| Dist Ed | 9 | $ 2.23 |
| Drafting | 2 | $ 2.00 |
| Health Asst | 14 | $ 2.15 |
| Horticulture | 4 | $ 2.01 |
| Machine Shop | 3 | $ 3.18 |
| Metal Fab | 1 | $ 2.50 |
| Printing | 5 | $ 2.23 |
| Food Prep | 3 | $ 1.75 |
| Electronics | 3 | $ 2.03 |
| Electricity | 2 | $ 2.00 |
| Textiles | 2 | $ 2.05 |
| Total | 67 | Average $ 2.20 |

Cooperative Education students earned $81,081 this year on our program

APPENDIX #8

PLACEMENT LOG

From September through June 6th

100 Referrals were made

26 part-time jobs - 8 became full-time positions
17 full-time jobs
43 Placements - 2 1974 graduates
- 1 Adult
5 Did not report for interviews
4 Did not accept positions offered

| Full Time | | Part Time | |
|---|---|---|---|
| Directly related | - 16 | Directly related | - 22 |
| Related | - 1 | Related | - 1 |
| Not related | - 0 | Not related | - 3 |

* One student placed during summer of 1974 continued to work and now has a full-time position. Not included in this years stat as he was placed last summer and counted as a placement at that time.

APPENDIX #9

## PLACEMENT AVERAGE STARTING SALARIES

| Shop | No. Working | Hourly Wage |
|---|---|---|
| Electricity | 1 | $ 3.53 |
| Welding | 2 | $ 2.25 |
| Auto Body | 2 | $ 2.37 |
| Machine Shop | 4 | $ 3.73 |
| Carpentry | 3 | $ 3.18 |
| Metal Fab | 3 | $ 2.47 |
| Horticulture | 1 | $ 2.70 |
| Food Prep | 1 | $ 1.75 |
| | Total 17 | Average $ 2.75 |

APPENDIX #10

| INSTRUCTIONAL AREA | NUMBER OF STUDENTS | DIRECT RELATED | RELATED | NON RELATED | POST HS TRAINING | ARMED FORCES | UNEMPLOYED | UNAVAILABLE FOR EMPLOYMENT |
|---|---|---|---|---|---|---|---|---|
| Auto Body | 16 | 6 | 1 | 4 | | 3 | 2 | |
| Auto Mechanics | 11 | 3 | | 5 | 2 | | 1 | |
| Carpentry | 16 | 6 | 2 | 4 | | 3 | 1 | |
| Cosmetology | 18 | 7 | | 2 | 4 | | 3 | 2 |
| Data Processing | 7 | 2 | | 1 | 1 | 1 | 1 | 1 |
| Distributive Ed | 9 | 8 | | | | | | 1 |
| Drafting | 15 | 1 | | 4 | 3 | 1 | 6 | |
| Health Assistant | 14 | 8 | | | 2 | 2 | 2 | |
| Horticulture | 12 | 7 | | | | 2 | 1 | 2 |
| Machine Shop | 12 | 6 | | 3 | | 1 | 2 | |
| Metal Fab | 11 | 3 | 1 | 5 | | 1 | 1 | |
| Printing | 7 | 2 | | | 1 | 1 | 2 | 1 |
| Food Prep | 9 | 4 | | 1 | 1 | 1 | 2 | |
| Electronics | 15 | 2 | | 2 | 2 | 3 | 6 | |
| Electricity | 12 | | 1 | 5 | 1 | 2 | 3 | |
| Textiles | 9 | 1 | | 1 | 1 | | 2 | 4 |
| Welding | 4 | | 1 | 3 | | | | |
| TOTALS | 197 | 66 | 6 | 40 | 18 | 21 | 35 | 11 |

APPENDIX #11

COLUMBIA-MONTOUR AREA VOCATIONAL-TECHNICAL SCHOOL

GUIDANCE DEPARTMENT

FOLLOW-UP STUDY 1973-74 GRADUATES

November 1974

| | | TOTALS |
|---|---|---|
| TOTAL GRADUATES | | 150 |
| Number Continuing Education | 9 | |
| Number Continuing Education in Trained or Related | 6 | |
| Number Continuing Education in Unrelated Areas | 3 | |
| *Number In Armed Forces | 9 | |
| Number Married (Housewife - not employed, nor continuing Education, nor in Armed Forces | 9 | |
| Number of Women Married and employed | 2 | |
| Number Unable to Contact | 2 | |
| Number Not Available for Employment | | 29 |
| Number Available for Employment | | 121 |
| Number Employed in Area For Which Trained (Or Related) | 73 | |
| Number Employed in Unrelated Area | 43 | |
| Number Employed | | 116 |
| Number Unemployed | | 5 |

PERCENT

| | |
|---|---|
| Continuing Education or Training | 6% |
| Employed | 95.8% |
| In Area for which Trained | 60.3% |
| In Unrelated Area | 35.5% |
| Unemployed | 4.2% |

*All 9 of those in Armed Forces are in schools related to their Tech School Training.

APPENDIX #12

## ANECDOTES

Last year the school received numerous letters from companies in regard to hiring practices and recruitment of students. This year we only received one letter and they stated there were no employment opportunities at the present time. This is just one more indication of the downward trend in the economy.

This year we once again placed students in the machinist apprentice program at Hazleton. Four seniors and two graduates were interviewed. Only one of the seniors failed to qualify for the program. The three seniors and one of the graduates accepted the positions. Four other graduates were contacted but declined the job due to the hours. Five out of six students interviewed qualified for the program which is a compliment to our machine shop instructor.

One junior student who was placed in a machine shop last summer remained there and worked Co-op during the school year. He now has a full-time job with the company. He worked his way up this year to $4.11 an hour. The student is nineteen years old and made approximately $9,000 last year, while attending school.

Five students did not report for their interviews this past year. None notified employers they would not report. Even in a tight job market some students do not follow business procedure even though instructed in three procedures. We had to apologize for these par-

ticular students with the employers. Two positions were salvaged and other students were placed there.

Five employers conducted interviews here at the school itself. The employer when asked felt they would like to interview here at the school because the student would be in a more relaxed atmosphere. Three employers hired students for those positions.

The Pennscript deck was utilized this year. Most interests seemed to center around information regarding the State Police and the Civil Service. Hopefully it will be utilized to even greater extent next year.

One of the problems in regard to the Placement Project centered around the graduate who was unskilled upon graduation. Some students lacked motivation and could not be recommended as a skilled graduate. Other students were absent from school for no apparent good reason. The unmotivated , unskilled, attendance problem was the graduate we had difficulty locating gainful employment for. This is not to say help was not available but it did limit the employment possibilities. Not all those students who are unemployed at this time fit in this category. Some good students do not have employment at the time of this report.

This year it was noted that some students were not interested in seeking employment in their field of study. In a tight job market some students did not want related employment. This was surprising as some students would face the possibility of no employment. Certain employment opportunities would not be filled due to lack of student interest. It is not apparent what motivates a student to attend this school especially when they are not interested in seeking related employment.